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measure of administrative and executive talent. We learn through this memoir, that whatever genius he had was fashioned into efficient ability by a thorough education, classic, mathematical, and industrial, and that, so far as he has occupied places of civic trust, he has made good the *prestige* of his pioneer tactics. Independently of its bearing upon the Presidential election, the book has a permanent worth, at once as affording a fresh example of the success that waits on persevering endeavor, and as giving wide currency to a chapter of our country's history, which has to-day an importance that Fremont himself can hardly have imagined when he accumulated the materials for it.

- 8.—1. *Exercises on Words. Designed as a Course of Practice on the Rudiments of Grammar and Rhetoric.* By WILLIAM RUSSELL. Boston: Whittemore, Niles, and Hall. 1856. 12mo. pp. 225.
- 2.—*The Elements of Punctuation; with Rules on the Use of Capital Letters. Being an Abridgment of the "Treatise on English Punctuation."* Prepared for Schools. By JOHN WILSON. Boston: Crosby, Nichols, & Co. 1856. 12mo. pp. 152.

MR. RUSSELL has been well known for thirty years or more as an elocutionist of rare taste, skill, and power, and as an eminently efficient teacher in that almost indefinitely extended department which embraces the derivation and form of words, and their use, whether in conversation, oratory, or written composition. In smaller, yet numerous circles, he has been no less favorably known as with few peers and no superiors in those graces of social intercourse which constitute that "highest style of man," — the Christian gentleman. The book before us is worthy of his reputation, and we can hardly give it greater praise than this. It covers the entire department indicated above, and as a guide in orthoepy, orthography, and the choice and arrangement of words, it is all that could be desired, and is a model work both for conciseness and thoroughness of treatment. While it is perfectly adapted for the use of schools, we doubt whether there is any one, unless it be a professed and accomplished teacher of grammar, rhetoric, and oratory, who could read it without profit.

We have already expressed our sense of the superlative merit of Mr. Wilson's larger work. The abridgment is carefully made, and is adapted to do excellent service as a school manual. One could hardly fill an editorial chair for the briefest period, without being impressed, by the diversity of systems and no-systems of punctuation submitted to

his revision, with the carelessness with which this important subject has been treated, and its essential moment as a branch of school education.

9. — *The Marble-Worker's Manual. Designed for the Use of Marble-Workers, Builders, and Owners of Houses.* Translated from the French, by M. L. BOOTH. With an Appendix concerning American Marbles. New York: Sheldon, Blakeman, & Co. 1856. pp. 256.

It strikes us that there are some inaccuracies of nomenclature in this Manual. For instance, granite is called a marble. We had supposed that it lacked the calcareous properties involved in the very name and idea of marble. But, with some few and slight exceptions, the treatise seems to be perfect in its kind. It gives in detail the composition, properties, and adaptations of the different stones, with the modes and instruments employed in working them, together with a full vocabulary of technical terms. The treatise on American marbles describes all the marble-quarries at present worked in the United States. It appears that "Vermont is *the Marble State.*" Among its choicest varieties — the most precious of all — is a serpentine closely resembling the verd antique, but superior to it in durability and in its resistance to the action of fire and acids. "When polished, it is a rich and beautiful green, veined with white, and mottled." It is found in the town of Roxbury, — the only source now open in the world for the supply of this surpassingly beautiful material for building and ornament. The marble-quarries of Vermont earn at the present time a gross annual revenue of more than a million of dollars.

10. — *Chronological History of the United States. Arranged with Plates on Bem's Principle.* By ELIZABETH P. PEABODY. New York: Sheldon, Blakeman, & Co. 1856. 12mo. pp. 312.

BEM's mode of teaching history is a system of pictorial mnemonics. Each century is represented by a plate or section of a plate, divided into four quarter-century blocks, which are subdivided by thinner lines into year-compartments. Each of the leading nations has its color. Each year has nine divisions or *loci*, to which are assigned respectively "Battles, Sieges, Beginnings of War"; "Conquests, Annexations, Unions"; "Losses and Disasters"; "Falls of States"; "Foundations